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ABSTRACT

Planned for an eighth-grade classroom, this unit plan, consisting of 19 lesson plans on the topic of Abraham Lincoln, is based upon the fulfillment of 17 unit objectives. Each daily lesson plan specifies the following: lesson theme, learner objective, needed prerequisites, new vocabulary or terms, learning set/motivation, presentation of new content, practice/extension/application, closure/evaluation of learning, teacher evaluation of learning effectiveness, and materials necessary to complete the lesson. Individual lessons include such activities as the completion of a mathematics grid worksheet depicting, when completed, Lincoln's profile, construction of cornhusk dolls, the use of quill pens, computation of scale and distance using maps, the construction of a scale model of New Salem Village, etc. Arranged in a logical, coherent, and cumulative fashion, the unit concludes with a culminating activity and is followed in the reference section by a list of 17 sources/resources. (Author)

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Abe Lincoln

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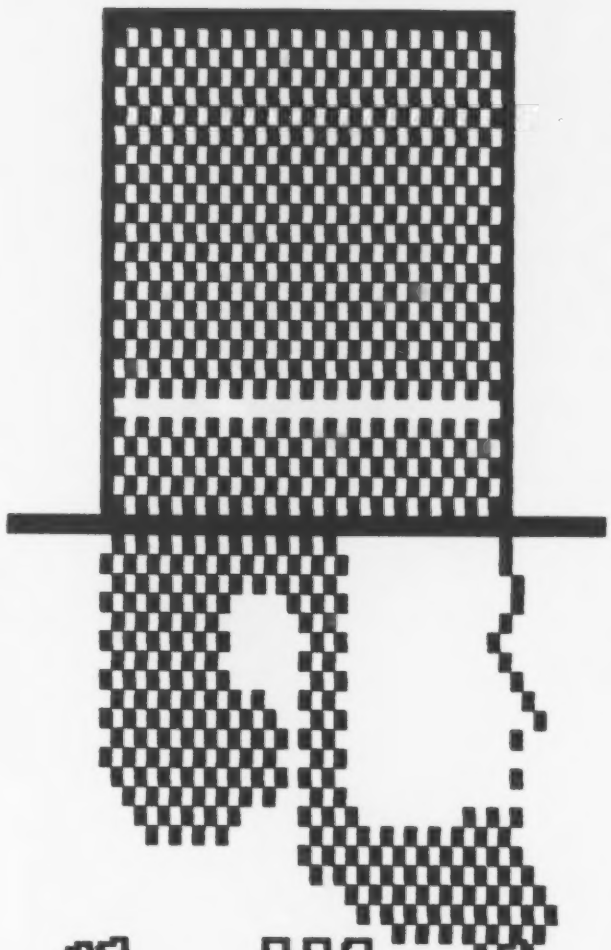

His Words and His World

SO 020 841

Unit Plan: Abraham Lincoln--His Words and His World

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Abstract

Planned for an eighth-grade classroom, this unit plan, consisting of 19 lesson plans on the topic of Abraham Lincoln, is based upon the fulfillment of 17 unit objectives. Each daily lesson plan specifies the following: lesson theme, learner objective, needed prerequisites, new vocabulary or terms, learning set/motivation, presentation of new content, practice/extension/application, closure/evaluation of learning, teacher evaluation of learning effectiveness, and materials necessary to complete the lesson. Individual lessons include such activities as the completion of a math grid worksheet depicting--when completed--Lincoln's profile, construction of cornhusk dolls, the use of quill pens, computation of scale and distance using maps, the construction of a scale model of New Salem Village, etc. Arranged in a logical, coherent, and cumulative fashion, the unit concludes with a culminating activity and is followed in the reference section by a list of sources/resources.

Unit Plan: Abraham Lincoln: His Words and His World

Table of Contents

		Page
I.	Table of Contents	3
II.	Introduction	4
III.	Objectives	5
IV.	Lesson Plans	6
VI.	References	35

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Introduction

This Unit Plan, nineteen lessons in all, is focused on the theme of "Abraham Lincoln: His Words and His World." All of the lessons and activities are intended for an eighth-grade class using This Is America's Story (Wilder, Ludlum, & Brown, 1986)--although the material might be easily adapted to a variety of textbooks. Since there is a wide disparity of abilities in any eighth-grade classroom, provisions are made for a range of ability levels.

A teacher might wish to designate an area of the classroom as a "Lincoln Learning Center," which would provide enrichment activities for students who finish early with their assignments. Activities might include art activities, puzzles, wordfinds, worksheets, etc. No more than three students might be in the Lincoln Learning Center at any one time, but students might take activities back to their desks to work there.

***** ** *****

Unit Objectives*

1. Meet individual differences of children more realistically.
2. Foster good human relationships among students.
3. Provide a laboratory in which the skills for social living may be developed.
4. Foster self-discipline among students.
5. Develop concepts, understandings, and values among children.
6. Help each individual to live effectively in the world.
7. Develop an understanding and appreciation of other cultures in relation to the knowledge of the child's own culture.
8. Help children become aware of the problems of their society and their role in solving them.
9. Develop an appreciation of the work of others.
10. Give the child an historical perspective, a time-line concept.
11. Accentuate and use an appreciation of natural resources.
12. Foster democratic ideals and develop the democratic way of life.
13. Develop critical thinking on each level of the child's development.
14. Guide the child toward creative thinking and self-realization.
15. Give to each child the "tools" of culture in meaningful situations so that he/she learns to use them in practical applications.
16. Develop those characteristics of responsibility, independence, sharing, acceptance, cooperation, and other qualities necessary for living effectively in a democratic society.
17. Provide for open-ended experiences which afford children many opportunities in which to display their creativity.

*source: Banks & Clegg, 1977

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Introduction Lesson Plan Number: #1

Learner Objective: After listening to and discussing vocabulary from a poem and completing a math grid worksheet, students will find out the name of the topic they will be studying.

Needed Prerequisites: 1) good listening skills 2) an increased knowledge of coordinates and how to plot on a graph (already covered in math class)

New Vocabulary or Concepts: poor, country-bred, awkward, (words from poem) gait, humble, toil, backwoods common sense

Lesson Sequence	Materials
Learning set/motivation:	
Tell students to listen carefully to a poem that describes a person that they are going to study. This silhouette of this person will appear on their math grid when it is completed.	*the poem "Abraham Lincoln" by Mildred Plew Meigs (See Barrows, 1930.) *worksheet with the coordinates listed
Presentation of new content:	*graph paper
	*pencil
	*ruler
Practice/extension/application:	
Discuss the vocabulary words listed above. Start by asking "What does poor mean to you?" Continue in a similar fashion until all words are discussed. Quickly review the plotting of points on a grid.	
Closure/evaluation of learning:	
Have students begin worksheets, taking home to complete as homework. Did the students a) listen carefully? b) freely discuss? c) correctly finish the worksheet?	

Teacher Evaluation of Lesson Effectiveness: _____

Coordinates for Famous Person Silhouette Worksheet

join
(15,4)
(15,2)
(16,0)
(18,2)
(20,0)
(21,1)
(21,3)
(23,4)
(22,5)
(24,7)
(24,8)
(25,9)
(24,10)
(25,10)
(27,12)
(26,14)
(26,15)
(25,16)
(27,18)
(26,18)
(27,19)
(27,36)
(26,39)
(25,40)
(27,43)
(8,43)
(10,41)
stop

join
(4,15)
(14,12)
(15,11)
(15,10)
(13,6)
(3,14)
(3,15)
(4,16)
(4,17)
(3,18)
(3,19)
(2,21)
(1,24)
(0,27)
(0,31)
(1,35)
(2,36)
(4,39)
(8,41)
(10,41)
(13,41)
(16,40)
(18,40)
(21,37)
(21,36)
(20,35)
(22,31)
(22,30)
(21,30)
(19,29)
(18,28)
(18,27)
stop

(16,22)
stop

join
(7,28)
(6,27)
(6,25)
stop

join
(11,28)
(9,30)
(7,30)
(5,28)
(5,25)
(7,23)
(8,21)
(9,21)
(10,22)
(14,20)
(14,17)
(15,16)
(15,14)
(14,13)
(14,12)
stop

join
(15,10)
(16,9)
(16,8)
(16,7)
(17,5)
(15,4)
(13,4)
(13,6)
stop

join
(15,11)
(16,11)
(17,9)
(16,8)
stop

join
(18,38)
(19,37)
(19,35)
(15,33)
(16,34)
(15,34)
(14,33)
(14,34)
(13,34)
(11,36)
(12,33)
(13,31)
(13,29)
(12,27)
(12,23)
(13,21)
(15,20)
(17,19)
(21,19)
stop

join
(9,29)
(10,27)
(10,26)
(8,24)
(8,23)
(9,22)
stop

join
(9,27)
(8,28)
(7,27)
(7,26)
(9,24)
stop

join
(20,29)
(21,28.5)
(19,28)
(21,28)
(20,27)
(19,27)
stop

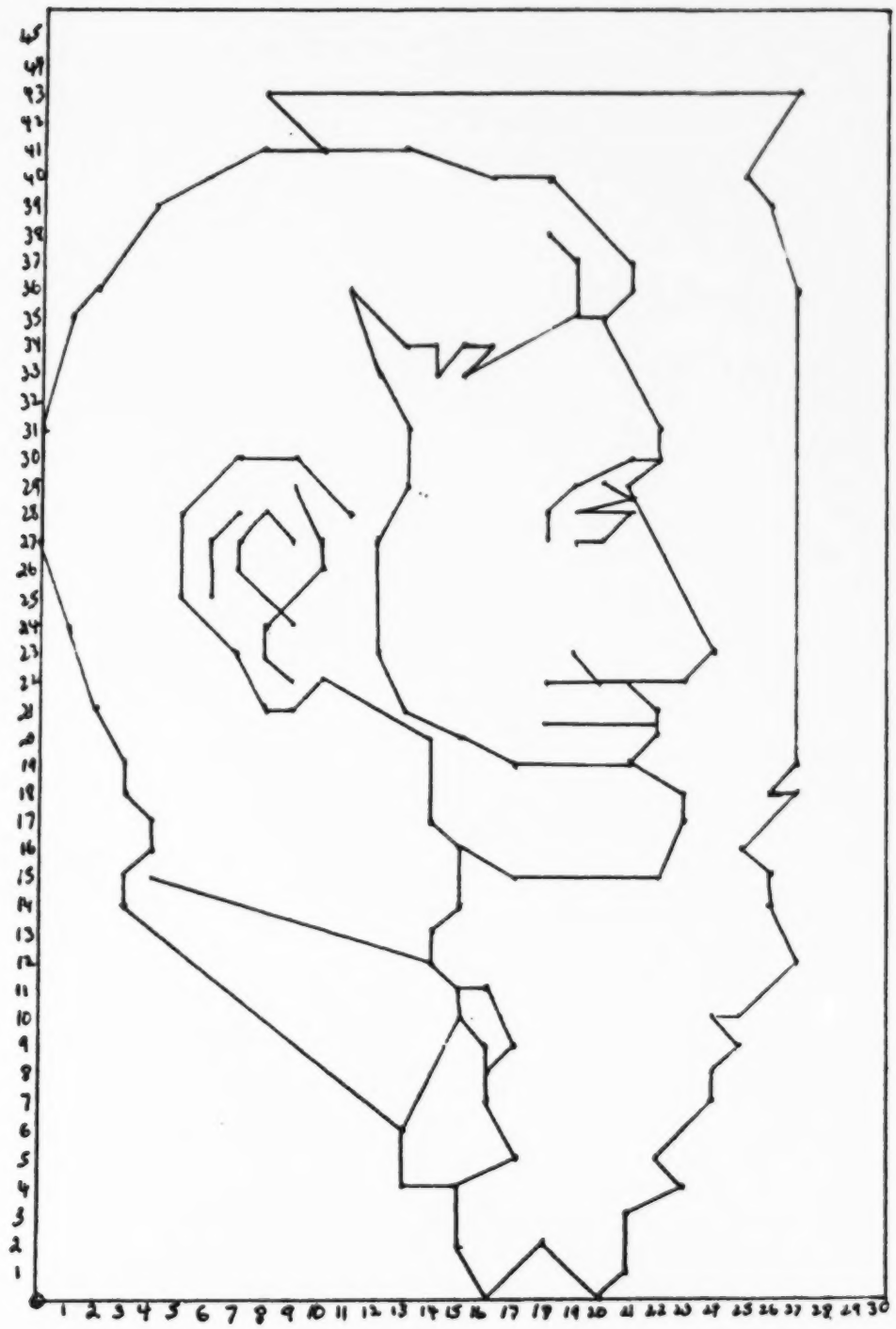
join
(22,30)
(21,29)
(24,23)
(23,22)
(20,22)
(19,23)
stop

join
(15,16)
(17,15)
(22,15)
(23,17)
(23,18)
(21,19)
(22,20)
(22,21)
(21,22)
(18,22)
stop

join
(19,35)
(20,35)
stop

join
(18,20.5)
(22,20.5)

end



LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #2

Learner Objective: Students will discover several aspects of life during Lincoln's boyhood and compare to aspects of life during their childhood.

Needed Prerequisites: a knowledge of aspects of life today (homes, towns, land, etc.)

New Vocabulary or Concepts: log cabins, cornhusks, country stores (and other words that would describe Lincoln's time)

Lesson Sequence	Materials
Learning set/motivation: "Today we are going to discover what life was like for Abraham Lincoln when he was a boy and compare his childhood to what your childhoods were like."	*pictures, magazines, books, etc., which describe, depict, or portray life in Lincoln's boyhood
Presentation of new content: Ask, "What was life like in the Midwest between 1809-1830? What did people do for a living? What were their homes, towns, stores, etc., like? What did the land look like?"	*markers, paper, and pencils *sheets of butcher paper
Practice/extension/application: Divide the class into four groups and distribute pictures, books, magazines, etc., with pictures of life in Lincoln's boyhood. Students get involved in an inquiry lesson--stating and testing hypotheses, listing 4 generalizations regarding life in both times; 1 student is recorder.	
Closure/evaluation of learning: Get back together as a class and list all of the generalizations that describe life in Lincoln's boyhood. Be sure that students can support with evidence.	

Teacher Evaluation of Lesson Effectiveness: _____

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #3

Learner Objective: By watching the demonstration of the teacher, students will observe how to make cornhusk dolls and then make their own dolls.

Needed Prerequisites: None

New Vocabulary or Concepts: a review of the fact that Abraham Lincoln slept on a cornhusk bed (illustrated in book from Lesson #2)

Lesson Sequence	Materials
Learning set/motivation: "Last time we talked about Abraham Lincoln's boyhood. Do you remember what kind of bed he slept on? Yes, a cornhusk bed. Today, you will learn how to make something from cornhusks."	*sample cornhusk doll *cornhusks, buckets, water, string, 7-inch pipe cleaners, felt-tipped pens, scissors, ribbon scraps, small silk flowers, floral wire, floral tape
Presentation of new content: Show finished model of a cornhusk doll to students. Talk about cornhusks (an inexpensive material from which to make things) and pass samples around the classroom.	*directions on how to make cornhusk dolls [See directions at the end of the Unit Plans.] (See Perry, 1974.)
Practice/extension/application: Have the class gather around you as you go through each of the steps in constructing the doll. Answer any questions and then move to the centers that you have set up, which contain all materials and directions.	
Closure/evaluation of learning: Did students understand/follow the directions? Did students comprehend why dolls were made of cornhusks? Did the students work cooperatively and have fun?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #4

Learner Objective: Students will discover several more aspects of Lincoln's boyhood: how he went to school; the instrument with which he did his writing; what his favorite hobby was.

Needed Prerequisites: knowledge from Lesson #2

New Vocabulary or Concepts: quill pens, Aesop's Fables, fables

Lesson Sequence	Materials
Learning set/motivation: "How do you get to school each day? How far do you have to go? What materials do you use in class? What is your favorite subject?"	*Five Questions 1) How did Abraham Lincoln get to school? 2) How far did he have to go? 3) What school supplies did Abe have? 4) What was Abe's favorite subject? 5) What were some of Abe's favorite books?
Presentation of new content: "As you discovered from a past discussion (Lesson #2), things were different during Lincoln's boyhood. By looking through some books and pictures, I want you to come up with some answers to these questions [questions written on board]."	*pictures, magazines, books, etc., with aspects of Lincoln's boyhood
Practice/extension/application: Break the class into the same four groups as before and have students find the answers to the questions; one student in each group is the recorder for the group.	*"A Short History of the Aesopic Fable" from The Fables of Aesop, Jacobs, 1950
Closure/evaluation of learning: Have groups report answers after discussions; zero-in on Abe's love for books; Talk about fables and present a short history of fables. Did all of the students a) help search? b) understand fables?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #5

Learner Objective: Students will understand the meaning of fable.

Needed Prerequisites: information from Lesson #4

New Vocabulary or Concepts: fables

Lesson Sequence	Materials
Learning set/motivation:	
Review the concept of fable and its history.	*four fables photocopied from The Fables of Aesop, Jacobs, 1950 "The Lion and the Mouse," "The Hares and the Frogs," "The Fox and the Stork," "The Frog and the Ox"
Presentation of new content:	
Read a fable to the class. Discuss components of a fable and how the one just read contains or illustrates those components.	*drawing paper
	*pencils, makers, crayons, rulers
Practice/extension/application:	
Have each student choose a fable to illustrate. He may illustrate either the characters (the animals themselves) or illustrate people portraying the moral.	
Closure/evaluation of learning:	
If time permits, get students into 4 groups and have them present what they drew. Did all understand fable? Did all a) do a drawing? b) enjoy sharing their pictures?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #6

Learner Objective: Students will discover what a quill pen is and how to write with one.

Needed Prerequisites: none

New Vocabulary or Concepts: quill pens

Lesson Sequence	Materials
Learning set/motivation: "We have already learned that Abraham Lincoln did not have pens and pencils as we do: He wrote with quill pens. Let's find out more about quill pens." Presentation of new content: From the information about quill pens, give students a short history of quill pens and the types and uses of them. Practice/extension/application: Have the class gather around you as you go through the steps in making a quill pen. Let students ask questions as you work; however, do NOT let them assist since you are using a sharp knife. Demonstrate how the pen works. Closure/evaluation of learning: After the demonstration, have students go back to their seats and pass out quill pens you have already made; pass out ink bottles and have students experiment by writing and drawing with the quill pens.	*quill pens (already made) *a utility knife (such as an "Exacto" knife) *emery board *bottles of ink *plain paper *(perhaps--aprons, old shirts or smocks to protect clothing) *directions on how to make quill pens [The directions are included at the end of the Unit Plan.]. (See Harnish, 1974.)

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #7

Learner Objective: Using quill pens, students will demonstrate their knowledge of the use of these pens by writing letters.

Needed Prerequisites: what quill pens are; how to use quill pens; how to write letters (already taught in English class)

New Vocabulary or Concepts: none

Lesson Sequence	Materials
Learning set/motivation: "Today, we will become Abraham Lincoln! Listen carefully, and I'll tell you how!"	*quill pens *bottles of ink *paper
Presentation of new content: "Each of you is Abe Lincoln. I want you to think about all of the things that we have done and talked about that concerns Abe's (your) boyhood."	
Practice/extension/application: "Now, using your knowledge of letter writing, I want each one of you to pretend that you are Abe Lincoln writing a letter to someone, describing what life is like: school, chores, family life, etc. You will use your quill pens to do this!"	
Closure/evaluation of learning: If time permits, have students find a partner and exchange their letters. Display on a bulletin board. Did students a) recall many ideas? b) enjoy using the quill pens and appreciate their drawbacks?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Boyhood Lesson Plan Number: #8
Learner Objective: Students will learn how to compute true dimensions and distances given a scale drawing or a map.
Needed Prerequisites: some knowledge of what scale means and of the simple computation of imaginary maps (covered in math class already)
New Vocabulary or Concepts: scale, maps, computed distance

Lesson Sequence	Materials
Learning set/motivation:	
"How was travel during Lincoln's time different from travel today? Were the routes taken longer than routes taken today to go between the same places?"	*maps of Illinois, Indiana, & Kentucky *string
Presentation of new content:	
"Today we are going to discover how Lincoln's family travelled from Kentucky to Illinois." Present information about travel from Abe's birthplace near Hodgenville, KY, to Perry County, IN, to Decatur, IL, and finally to New Salem Village. Review mileage-computation-on-map skills.	*paper *pencils
Practice/extension/application:	
With partners, students use maps of IL, IN, & KY and first compute mileage of the route Lincoln might have taken to get to New Salem Village. Then measure distance one would travel today, using highways and interstates. Measure by method of using string first, then a ruler.	
Closure/evaluation of learning:	
Discuss as a class the different mileages that partners computed. Discuss differences. Did students a) work well with partners? b) do their share of work? Was it a difficult mileage comparison to make?	

Teacher Evaluation of Lesson Effectiveness: _____

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Young Man Lesson Plan Number: #9

Learner Objective: The student will discover what life was like for Abraham Lincoln in a small Illinois village in the 1830's.

Needed Prerequisites: none

New Vocabulary or Concepts: village life in Illinois in the 1830's

Lesson Sequence	Materials
Learning set/motivation: "Today we will see what life was like for Abraham Lincoln when he was in his twenties, living in New Salem Village."	*videotape "The Land of Abraham Lincoln," Master Teacher Video Field Trips (See reference section.) *VCR
Presentation of new content: Show the videotape: "The Land of Abraham Lincoln."	
Practice/extension/application: Discuss what students saw in the videotape. Ask about all aspects of life that they noticed--jobs, houses, dress, food, etc. What were Lincoln's interests and jobs at that time?	
Closure/evaluation of learning: Prepare students for their field trip to Springfield and New Salem Village. Do students have a basic understanding of Lincoln's life as a young man?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Manhood Lesson Plan Number: #10

Learner Objective: Students will gain a better understanding about what they have learned thus far about Abraham Lincoln.

Needed Prerequisites: knowledge of all material regarding Abraham Lincoln that has been presented thus far

New Vocabulary or Concepts: all vocabulary and concepts presented up to this point

Lesson Sequence	Materials
Learning set/motivation:	
"The field trip you will take today will review all of the things we have learned about Abraham Lincoln--and MORE! See how much you can recall!"	*all necessary items listed on Field Trip Information Sheet
Presentation of new content:	
Take all-day field trip to Springfield and New Salem Village.	*New Salem worksheets
Practice/extension/application:	
Students fill out New Salem Guidebook so that they are prepared for future activities.	
Closure/evaluation of learning:	
Did students recall what has been accomplished and learned so far in this Unit? Was it both an enjoyable and informative trip?	

Teacher Evaluation of Lesson Effectiveness: _____

Field Trip

Location: Springfield, Illinois

Educational tours will be taken of "Mr. Lincoln's Hometown" and of the Supreme Court Building, Springfield, Illinois.

Contact Person:

A) School Reservation Coordinator
Springfield Convention & Visitors Bureau
109 North 7th Street
Springfield, IL 62701

(Since there is no one person to contact, inquiries must be addressed to the address above.)

B) Mr. Louie F. Dean, Marshal
Supreme Court of Illinois
Springfield, IL 62706

Telephone Number:

A) No telephone reservations are accepted: the completed application form must be sent to the address listed above. Reservations are made on a first-come, first-served basis.

B) Mr. Louie F. Dean
(217) 782-7821

Time of Tour: 6:45 AM through 5:45 PM

Agenda for Day

6:45 AM: Gather for bus and roll call

7:00 AM: Leave school

9:00 AM: Visitor's Center and Lincoln Home

10:30 AM: The New State Capitol

11:15 AM: Supreme Court Building

11:15 AM: Supreme Court Building

12:30 PM: Lunch (sack)

1:15 PM: Lincoln's Tomb

2:15 PM: The Village of New Salem

4:00 PM: Leave

5:45 PM: Return to school

Cost: $5.00 per student for bus groups

(All admissions are free.)

Number Accommodated: 85 students (2 buses of students)

District Requirements:

A) Form 175 has to be filled out and approved by the associate superintendent.

B) Permission slips need to be sent home to parents (see sample permission slip); the signed permission slips must be returned one week before the day of the trip.

C) Four-six teachers are required to supervise the trip, as well as two parents.

D) A list of the names of students on each bus (as well as a comprehensive list) is strongly advised for emergency purposes.

Purpose:

A) Ties in with classroom unit on Illinois

B) Gives students an opportunity to see how state government functions

C) Allows students to learn more about the history of Illinois

D) Provides students with a chance to get a better grasp of what life was like during Lincoln's time

Parental Help: 2 parents, 1 per bus

(All sites require one chaperone per fifteen students.)

Items Children Should Bring:

A) Sack lunch

B) Money for soda pop, souvenirs

C) Cameras

D) Radios, small pocket video games (if desired)

(Students may have one radio per bus.)

****

FIELD TRIP ACTIVITIES

1. Activities Before Field Trip:

   A) A blacksmith from New Salem comes to the classrooms to talk about his occupation.

   B) Fritz Klein from Springfield portrays Lincoln during an all-school assembly.

   C) A meeting is held with students going on the field trip to discuss rules, dress, and behavior.

   D) Students view the following videos:

      1) "The Land of Abraham Lincoln" (Master Teacher Video Field Trips, Video Field Trip #6, Copyright 1987, The Master Teacher, Inc.); and

      2) "Discover Springfield" (Illinois Bell, produced by Cook-Wittes, Inc., written by Brent Bohlen, Copyright 1986).

   E) Charles Ott from Lincoln, Illinois, portrays Lincoln at an all-school assembly.

   F) Students view a slide program given by Jim Patton, "The New Salem Restoration Program."

2. Activities During Field Trip:

   A) Students fill in the answers in each student's copy of the "New Salem Observation Worksheet."

   B) Students view a film at the Visitors' Center (the first stop in Springfield).

   C) Students listen to a lecture by the Tour Guide at the Supreme Court Building.

3. Activities After Field Trip:

   A) Students will build a miniature replica of the village of New Salem.

B) Each student will do a map drawing of Illinois; students may individually choose the type of map that they prefer to do (physical, political, etc.).

4. Thank You's:

The Builders' Club from the school writes letters of appreciation to the School Reservation Coordinator of the Springfield Convention & Visitors Bureau and to Mr. Louie F. Dean, Marshal, at the Supreme Court Building.

****

NEW SALEM, ILLINOIS, FIELD TRIP NAME: _____

Answer the following questions: observe as you look; see what you observe!

1. Who were the first two men to build cabins in New Salem? _____ and _____ When? (date) _____
2. What was the other purpose of the school house?
3. How many windows does the Robert Johnson house have? _____ how many doors? _____
4. The Trent Brothers' cabin was built in what year? _____
5. What was the name of the cooper? _____
6. Whom did Mr. Isaac Burner's daughter marry? _____
7. What is the zip code for the New Salem Post Office? _____
8. Who originally built the Berry-Lincoln store? _____
9. In what year did Dr. John Allen come to New Salem? _____
10. In what year did Dr. Allen build his residence? _____ How many rooms are in Dr. Allen's residence? _____
11. In what year did Dr. Allen move to Petersburg? _____
12. How many guns are on the wall of Dr. Allen's residence? _____
13. In what year did James Rutledge move from New Salem? _____
14. To where did James Rutledge move when he left New Salem? _____
15. In what year did the Bale family residence fall to disrepair and fall to the ground? _____
16. How did a person get to the left in the Bale residence? _____
17. What is unusual about Sam Hill's residence? _____
18. What is Dr. Francis Regnier's nationality? _____
19. What is the only residence in New Salem that has a breezeway? _____

20. Whose residence has two front doors? _____

21. What is the last residence before going down the hill at the end of the village? _____

22. What is the only "sheathed structure" (building) in New Salem? _____

23. How many buildings are there in New Salem Village? _____

****

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Manhood Lesson Plan Number: #11

Learner Objective: Students will recall what New Salem looked like by making plans to reconstruct the Village of New Salem.

Needed Prerequisites: knowledge of New Salem Village

New Vocabulary or Concepts: none

Lesson Sequence	Materials
Learning set/motivation: "After we discuss the booklets that you filled out on the field trip to New Salem, we will begin making plans to reconstruct the village!"	*New Salem worksheets *paper, pencils *other literature, pictures collected on field trip
Presentation of new content: Have students take out booklets that they filled out in New Salem. Take out other collected literature and discuss the lay-out of New Salem Village.	
Practice/extension/application: Break students into 4 groups after all discussion is over. Tell each group the village part on which they are to work. Among the group, have 1 student record the ideas of what is to be done; then vote on the finalized plan.	
Closure/evaluation of learning: Could students work cooperatively? Did they decide on a final plan in a democratic method? Are they excited about the project?!	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Manhood Lesson Plan Number: #12

Learner Objective: Students will cooperatively work together to reconstruct miniature log cabins for the New Salem project.

Needed Prerequisites: knowledge of New Salem Village, its lay-out, etc.

New Vocabulary or Concepts: none

Lesson Sequence	Materials
Learning set/motivation:	
Students will review work/plans from Lesson #11.	*groups' plans for reconstructing New Salem Village *pretzels or bread-sticks *frosting
Presentation of new content:	
Teacher demonstrates the steps in building miniature log cabins. Supplies are set up for each group.	*cake-decorating frosting bags and tips *large piece of plywood for base of village
Practice/extension/application:	
Students break up into their groups and work cooperatively on the log cabins. They continue to discuss the lay-out of their parts of the village.	*See Wilt, 1978, for log cabin construction idea.
Closure/evaluation of learning:	
Students put log cabins aside to dry. Did students work cooperatively? Did they follow directions? Did they have FUN?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Manhood Lesson Plan Number: #13

Learner Objective: Students will work cooperatively in finishing the construction of the New Salem Village model.

Needed Prerequisites: none

New Vocabulary or Concepts: none

Lesson Sequence	Materials
Learning set/motivation:	
"Today, we will, as a group, finish our village!"	*groups' plans for New Salem Village
	*completed log cabins
	*sticks, lichen for trees
Presentation of new content:	*glue
Ask each group representative about how the group will complete their part of the village. After the discussion, have class break into groups.	*paints and brushes
	*buckets of water
	*camera
Practice/extension/application:	
Each group puts their buildings on a large piece of plywood. Make trees with lichen, sticks, and glue. Paint in any added features.	*any other materials for objects students want to include
Closure/evaluation of learning:	
Ask how students like their village. Take pictures. Were students proud of their finished product? Does it resemble New Salem Village? Was each student involved? Did they work well as a group?	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Later Years Lesson Plan Number: #14

Learner Objective: Students will learn several aspects of the Negro slave culture during the early 1800's.

Needed Prerequisites: some background on slave ownership, the slave issue during Lincoln's Presidential term

New Vocabulary or Concepts: slave, Negro spirituals, culture

Lesson Sequence	Materials
Learning set/motivation: Today we are going to learn about some aspects of life as a Negro slave during the 1800's.	*record album #FD5252, American Negro Songs from Slavery Times: (1619-1865) (See La Rue, 1966.) *record player, piano, or keyboard
Presentation of new content: Present a synopsis of slave life and talk about what spirituals are. Play some examples, such as "Better Day-A-Coming," "I'm in Trouble," "Do Lawd, Remember Me."	*copy of worksheet: "Freedom Song" (See Instructors Celebrate America, 1986.)
Practice/extension/application: Have students discuss what the content of many spirituals contained. What was life like for slaves compared to free men at that time? How were the cultures different?	
Closure/evaluation of learning: Pass out worksheet, "Freedom Song," and sing with class. Talk about the "What Do You Think?" questions. Did students a) understand what slaves and spirituals were? b) discover cultural differences?	

Teacher Evaluation of Lesson Effectiveness: _____

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Culmination Lesson Plan Number: #15

Learner Objective: Students will have an understanding of what is expected of them after drawing names from a jar.

Needed Prerequisites: all of the information from previous lessons

New Vocabulary or Concepts: none

Lesson Sequence	Materials
Learning set/motivation: "As an ending activity to our lessons on Abraham Lincoln, each of us will study about a person in Abe Lincoln's life and portray that person in front of the class."	*jar with slips of paper with names of people from Lincoln's life *props for teacher demonstration
Presentation of new content: "There are slips of paper in the jar, each slip containing the name of a person that had something important to do with Abraham Lincoln."	*worksheet entitled "Names for 'You Were There' Activity"
Practice/extension/application: Before students draw names, give examples of the type of presentation that you want. Student will dress like that person and become that person by using first-person speech in presentation. The teacher will demonstrate how it should be done.	
Closure/evaluation of learning: Let each person draw a name from the jar. Answer any general questions about procedures. Did the students understand the assignment? Did they appear interested? excited?	

Teacher Evaluation of Lesson Effectiveness:

Names for "You Were There" Activity

Thomas Lincoln	Nancy Lincoln	Sarah Bush Lincoln
James Gentry	John T. Stuart	Mary Owen
Mary Todd	James Shields	Henry Clay
Zachary Taylor	Ann Rutledge	Billy Hearndon
Stephen Douglas	John C. Fremont	Joshua Speed
Stephen T. Logan	Jefferson Davis	Robert E. Lee
Ulysses S. Grant	Horace Greeley	Edward Everett
John Brown	Dennis Hanks	John Wilkes Booth
General George Meade	William T. Sherman	William H. Seward
Winfield Scott	Thomas J. "Stonewall" Jackson	
General George Brinton McClellan		

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LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Culmination Lesson Plan Number: #16

Learner Objective: Students will demonstrate a knowledge of how to use the library to obtain necessary information on topic.

Needed Prerequisites: knowledge of research skills (Students have some experience in this already.)

New Vocabulary or Concepts: library terms, if not already known

Lesson Sequence	Materials
Learning set/motivation:	
This time is set aside for students to to do their research. Teacher and the librarian are available for assistance.	*library *librarian
Presentation of new content:	
No new content is presented.	
Practice/extension/application:	
Students find books, journal articles, pictures, etc., and take notes to use for their presentations.	
Closure/evaluation of learning:	
Did students a) use their time wisely? b) seek assistance when needed? c) know the process of using research skills? d) help each other?	

Teacher Evaluation of Lesson Effectiveness: _____

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Culmination Lesson Plan Number: #17

Learner Objective: Students will demonstrate their knowledge of the "You Were There" project by role-playing the persons assigned to them.

Needed Prerequisites: a knowledge of the person being role-played

New Vocabulary or Concepts: concepts relevant to the persons being portrayed in the role-playings

Lesson Sequence	Materials
Learning set/motivation: Teacher again models the person portrayed in Lesson #15.	*Individual props relating to the person being portrayed
Presentation of new content:	
Practice/extension/application: Several students give presentations.	
Closure/evaluation of learning: Did students give good, accurate portrayals? Did they ENJOY it?!	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Culmination Lesson Plan Number: #18

Learner Objective: Students will demonstrate their knowledge of the "You Were There" project by role-playing the persons assigned to them.

Needed Prerequisites: a knowledge of the person being role-played

New Vocabulary or Concepts: concepts relative to the persons being portrayed in the role-playings

Lesson Sequence	Materials
Learning set/motivation:	
	*props relating to the persons being portrayed
Presentation of new content:	
Practice/extension/application:	
Several students give presentations.	
Closure/evaluation of learning:	
Did students give good portrayals? Did they ENJOY it?!	

Teacher Evaluation of Lesson Effectiveness:

LESSON PLANS: ABRAHAM LINCOLN UNIT

LESSON THEME: Lincoln--Culmination Lesson Plan Number: #19

Learner Objective: Students will demonstrate their knowledge of the "You Were There" project by role-playing the persons assigned to them.

Needed Prerequisites: a knowledge of the person being role-played

New Vocabulary or Concepts: concepts relative to the persons being portrayed in the role-playings

Lesson Sequence	Materials
Learning set/motivation:	
	*props relating to the persons being portrayed
Presentation of new content:	
Practice/extension/application:	
Several students give presentations.	
Closure/evaluation of learning:	
Did students give good portrayals? Did they ENJOY it?!	

Teacher Evaluation of Lesson Effectiveness:

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